



Ohio

2019 **Literacy** Academy

March 18-19, 2019



Hyatt Regency Columbus

350 N. High St. | Columbus, OH 43215

MARCH 18, 2019

FOCUS ON WORD RECOGNITION

7:30-8:45 a.m. **Onsite Check-In** | *Regency Foyer (outside ballroom)*

9:00-9:15 a.m. **Welcome: Paolo DeMaria** | *Regency Ballroom*

9:15-10:15 a.m. **Keynote: Dr. Anita Archer** | *Regency Ballroom*

10:30 a.m. -12:00 p.m. **Learning Sessions I**

12:00-1:15 p.m. **Lunch** | *on own*

1:30-3:00 p.m. **Learning Sessions II**

3:05-3:35 p.m. **Presenter Meet and Greet** | *Regency Foyer*

3:45-5:00 p.m. **Peer-to-Peer Networking Session I**

Learning Sessions I

Session	Presenter	Room
1.01	Lorie Lubman	Franklin A
1.02	Stephanie VanDyke	Franklin B
1.03	Dr. David Dickinson	Delaware C
1.04	Dr. Mary Dahlgren	Delaware A
1.05	Colleen Longo and Margaret Watson	Franklin C
1.06	Margo Shipp	Harrison
1.07	Michelle Elia	Franklin D
1.08	Dr. David Kilpatrick	Taft D
1.09	Dr. Anita Archer	Taft AB
1.10	Cheryl Byrne	Delaware D
1.11	William Van Cleave	Delaware B
1.12	Dr. Kim St. Martin	Taft C

Learning Sessions II

Session	Presenter	Room
2.01	Angie Schaal and Nancy Osko	Franklin A
2.02	Dr. Diana Morello-DeSario	Franklin B
2.03	Dr. David Dickinson	Delaware D
2.04	Dr. Mary Dahlgren	Delaware B
2.05	Mary Brooks and Laura Jones	Franklin C
2.06	Carolyn Turner	Harrison
2.07	Elizabeth Fessel	Franklin D
2.08	Dr. David Kilpatrick	Taft D
2.09	Dr. Anita Archer	Taft AB
2.10	Debbie Hartwig	Taft C
2.11	William Van Cleave	Delaware A
2.12	Dr. Kim St. Martin	Delaware C

Taft/Harrison - 1st Floor | Franklin/Delaware - 2nd Floor

MARCH 19, 2019

FOCUS ON LANGUAGE COMPREHENSION

7:00-8:15 a.m. **Onsite Check-In** | *Regency Foyer (outside ballroom)*

8:30-8:45 a.m. **Welcome: Dr. Melissa Weber-Mayrer** | *Regency Ballroom*

8:45-9:45 a.m. **Keynote: Dr. Steven Dykstra** | *Regency Ballroom*

10:00-11:30 a.m. **Learning Sessions III**

11:30 a.m.-12:45 p.m. **Lunch** | *on own*

1:00-2:30 p.m. **Learning Sessions IV**

2:40-3:10 p.m. **Presenter Meet and Greet** | *Regency Foyer*

3:15-4:30 p.m. **Peer-to-Peer Networking Session II**

Learning Sessions III

Session	Presenter	Room
3.01	Dr. David Dickinson	Franklin D
3.02	Debbie Mickey and Adrian Stephens	Franklin B
3.03	Dr. Lisa Lenhart	Franklin C
3.04	Dr. Mary Dahlgren	Delaware B
3.05	Dr. Anita Archer	Taft D
3.06	Dr. Elizabeth Bridges	Franklin A
3.07	Dr. Steven Dykstra	Harrison
3.08	Rachel Lang-Daniels	Delaware C
3.09	Dr. Mel Riddile	Taft C
3.10	Dr. Tim Shanahan	Taft AB
3.11	William Van Cleave	Delaware A
3.12	Dr. Kim St. Martin	Delaware D

Learning Sessions IV

Session	Presenter	Room
4.01	Dr. David Dickinson	Franklin D
4.02	Beth Rice	Franklin B
4.03	Dr. Lisa Lenhart	Franklin C
4.04	Dr. Mary Dahlgren	Delaware A
4.05	Dr. Anita Archer	Harrison
4.06	Dr. Elizabeth Bridges	Franklin A
4.07	Dr. Steven Dykstra	Taft C
4.08	Roger Howard	Delaware C
4.09	Dr. Mel Riddile	Delaware D
4.10	Dr. Tim Shanahan	Taft D
4.11	William Van Cleave	Delaware B
4.12	Dr. Kim St. Martin	Taft AB

Taft/Harrison - 1st Floor | Franklin/Delaware - 2nd Floor

LEARNING SESSION I

EMERGENT LITERACY (TARGET AUDIENCE: BIRTH-AGE 5)

1.01 Phonological Awareness Development in Emergent Readers

(Lorie Lubman, Early Literacy Specialist, Region 5) *Franklin A*

In this session we will examine the sequence of phonological awareness skills in emergent readers. We will explore how to select explicit and systematic instructional strategies for all learners. This session will provide an engaging demonstration of evidence-based practices to use with all learners.

1.02 Developing an Awareness of Print in Young Children

(Stephanie VanDyke, Early Literacy Specialist, Region 8) *Franklin B*

Three important components of emergent literacy include print awareness, phonological awareness and oral language. This session will focus on print awareness. Participants will use and understand foundational print awareness skills, identify print rich books, and learn how to facilitate print awareness during oral read aloud sessions to support the needs of all learners.

1.03 The Power of Language: Nourishing Development of the Whole Child

(Dr. David Dickinson) *Delaware C*

This session will discuss the interwoven nature of early development, placing language at the center. We will explore linkages between language, emotional, social and cognitive development and the role of language in laying the groundwork for long-term literacy competence. It will discuss the emergence of language and emphasize the manner in which interactions that foster development of the whole child. Videos will illustrate key points and there will be structured audience participation.

EARLY/CONVENTIONAL LITERACY (TARGET AUDIENCE: KINDERGARTEN-GRADE 5)

1.04 Understanding the How and Why of Sound Walls

(Dr. Mary Dahlgren) *Delaware A*

We are wired to learn to speak. It is a natural process for most people, but reading is not natural and must be taught. Current brain research on the science of reading demonstrates the benefits of teaching from “speech to print.” The purpose of this presentation is to explain why shifting from a word wall to a sound wall facilitates learning in an efficient and effective manner using “speech to print.”

1.05 Decodable and Leveled Readers: Matching Text Types to Student Needs

(Colleen Longo and Margaret Watson, Early Literacy Specialists, Region 3) *Franklin C*
Participants will review literacy frameworks aligned with research and determine how different types of text fit with the science of how students learn to read. Different types of text for beginning readers will be explored and matched to instructional purpose. Routines for using decodable texts will be provided, as well as free and low-cost resources.

1.06 Creating a Reading Profile Using Universal Screeners and Diagnostic Assessments

(Margo Shipp, Early Literacy Specialist, Region 6) *Harrison*
Reading profiles can help educators interpret patterns of assessment results from universal screeners and diagnostic assessments to understand how these results fit together for a student. These "profiles" are based on the Simple View of Reading and fall into three categories: Word recognition difficulties, comprehension difficulties and mixed reading difficulties. In this session, participants will learn how to use universal screeners and diagnostics to match students with appropriate interventions in a Multi-Tiered System of Supports (MTSS) or Response to Instruction (RTI) model.

1.07 Teaching Sight Words According to Science

(Michelle Elia, Ohio Literacy Lead, Region 5) *Franklin D*
The key to reading fluency is automatic retrieval of words, but the instructional pathway to fluency is not simply a visual process. According to Dr. David Kilpatrick, "We will not improve the performance of poor readers until we adopt a proper understanding of how we store words." In this session, participants will learn how sight words are stored for automatic retrieval and explicit and systematic instructional methods to teach sight words based on the science of reading.

1.08 Understanding the Role of Phonemic Proficiency in Boosting Reading Skills in Struggling Readers

(Dr. David Kilpatrick) *Taft D*
This session will focus on how children learn to read words and why some children struggle. There will be a discussion around the role of phonemic processes in building the sight vocabulary (orthographic lexicon). In addition, the most effective principles of instruction and intervention will be highlighted.



ADOLESCENT LITERACY (TARGET AUDIENCE: GRADES 4-12)

1.09 Intervening with Older Students

(Dr. Anita Archer) *Taft AB*

Accelerating outcomes for adolescent readers is a two-pronged approach. First, students need intensive intervention supports to appropriately accelerate their reading outcomes. This requires an understanding of: (a) the source of students' reading difficulties, (b) having evidence-based interventions to address needs, and (c) components of high-quality, explicit instruction. The second prong requires core subject area teachers to use instructional strategies before, during and after reading that can complement and assist students in generalizing their class intervention strategies. Participants in this session will receive an overview of each of the two prongs outlined above. Examples will be provided during the session to assist participants in contextualizing the information to their school setting.

1.10 Advanced Word Study: Incorporating Word Recognition in the Intermediate Classroom

(Cheryl Byrne, Regional Early Literacy Specialist, Region 7) *Delaware D*

How can we help intermediate/middle school students decode, comprehend and apply more complex words while reading and writing in all content areas? What does time-efficient and effective advanced word study instruction look like? Join us as we answer these questions and demonstrate strategies that address the more complex word recognition elements of learning to read.

1.11 Word Smarts: Using Morphology (Bases and Affixes) to Develop Vocabulary Skills

(William Van Cleave) *Delaware B*

An understanding of morphology, or the meaning parts that comprise words, is invaluable for developing students' vocabulary skills. In this interactive, research-based presentation, Van Cleave engages participants in a brief overview of the characteristics of the major languages of influence, an introduction to morphemic awareness and a study of morphology-based vocabulary strategies. Participants understand the impact of morphology on other language skills, how and why successful content teachers apply morphology work to their content instruction and how to motivate students to develop their vocabulary.

SYSTEM SUPPORT (TARGET AUDIENCE: BUILDING ADMINISTRATORS)

1.12 We Facilitated the Reading-Tiered Fidelity Inventory (R-TFI), Now What?

(Dr. Kim St. Martin) *Taft C*

This session will outline a scope and sequence of specific activities central office administrators, building principals or teacher leaders (Building Leadership Team members) can do after R-TFI administration. Participants will have an opportunity to practice using some of the resources during the session. Examples will also be provided from other schools who are working to implement reading components of a Multi-Tiered System of Support (MTSS) framework.

LEARNING SESSION II

EMERGENT LITERACY (TARGET AUDIENCE: BIRTH-AGE 5)

2.01 Phonological Awareness Development in Emergent Readers

(Angie Schaal, Early Literacy Specialist, Region 1;

Nancy Osko, Early Literacy Specialist, Region 2) *Franklin A*

In this session we will examine the sequence of phonological awareness skills in emergent readers. We will explore how to select explicit and systematic instructional strategies for all learners. This session will provide engaging demonstration of evidence-based practices to use with all learners.

2.02 Developing an Awareness of Print in Young Children

(Dr. Diana Morello-DeSerio, Early Literacy Specialist, Region 12) *Franklin B*

Three important components of emergent literacy include print awareness, phonological awareness and oral language. This session will focus on print awareness. Participants will use and understand foundational print awareness skills, identify print rich books and learn how to facilitate print awareness during oral read aloud sessions to support the needs of all learners.

2.03 The Power of Language: Nourishing Development of the Whole Child

(Dr. David Dickinson) *Delaware D*

This session will discuss the interwoven nature of early development, placing language at the center. We will explore linkages between language, emotional, social and cognitive development and the role of language in laying the groundwork for long-term literacy competence. It will discuss the emergence of language and emphasize the manner in which interactions foster development of the whole child. Videos will illustrate key points and there will be structured audience participation.

EARLY/CONVENTIONAL LITERACY (TARGET AUDIENCE: KINDERGARTEN-GRADE 5)

2.04 Understanding the How and Why of Sound Walls

(Dr. Mary Dahlgren) *Delaware B*

We are wired to learn to speak. It is a natural process for most people, but reading is not natural and must be taught. Current brain research on the science of reading demonstrates the benefits of teaching from “speech to print.” The purpose of this presentation is to explain why shifting from a word wall to a sound wall facilitates learning in an efficient and effective manner using “speech to print.”

2.05 Decodable and Leveled Readers: Matching Text Types to Student Needs

(Mary Brooks and Laura Jones, Early Literacy Specialists, Region 10) *Franklin C*

Participants will review literacy frameworks aligned with research and determine how different types of text fit with the science of how students learn to read. Different types of text for beginning readers will be explored and matched to instructional purpose. Routines for using decodable texts will be provided, as well as free and low-cost resources.

2.06 Creating a Reading Profile Using Universal Screeners and Diagnostic Assessments

(Carolyn Turner, Ohio Literacy Lead, Region 13) *Harrison*

Reading profiles can help educators interpret patterns of assessment results from universal screeners and diagnostic assessments to understand how these results fit together for a student. These “profiles” are based on the Simple View of Reading and fall into three categories: Word recognition difficulties, comprehension difficulties and mixed reading difficulties. In this session, participants will learn how to use universal Screeners and diagnostics to match students with appropriate interventions in a Multi-Tiered System of Supports (MTSS) or Response to Instruction (RTI) model.

2.07 Teaching Sight Words According to Science

(Pam Kennedy, Early Literacy Specialist, Region 4;

Elizabeth Fessel, Early Literacy Specialist, Region 13) *Franklin D*

The key to reading fluency is automatic retrieval of words, but the instructional pathway to fluency is not simply a visual process. According to Dr. David Kilpatrick, “We will not improve the performance of poor readers until we adopt a proper understanding of how we store words.” In this session, participants will learn how sight words are stored for automatic retrieval and explicit and systematic instructional methods to teach sight words based on the science of reading.

2.08 Understanding the Role of Phonemic Proficiency in Boosting Reading Skills in Struggling Readers

(Dr. David Kilpatrick) *Taft D*

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ADOLESCENT LITERACY (TARGET AUDIENCE: GRADES 4-12)

2.09 Intervening with Older Students

(Dr. Anita Archer) *Taft AB*

Accelerating outcomes for adolescent readers is a two-pronged approach. First, students need intensive intervention supports to appropriately accelerate their reading outcomes. This requires an understanding of: (a) the source of students' reading difficulties, (b) having evidence-based interventions to address needs, and (c) components of high-quality, explicit instruction. The second prong requires core subject area teachers to use instructional strategies before, during and after reading that can complement and assist students in generalizing their class intervention strategies. Participants in this session will receive an overview of each of the two prongs outlined above. Examples will be provided during the session to assist participants in contextualizing the information to their school setting.

2.10 Advanced Word Study: Incorporating Word Recognition in the Intermediate Classroom

(Debbie Hartwig, Regional Early Literacy Specialist, Region 9) *Taft C*

How can we help intermediate/middle school students decode, comprehend and apply more complex words while reading and writing in all content areas? What does time-efficient and effective advanced word study instruction look like? Join us as we answer these questions and demonstrate strategies that address the more complex word recognition elements of learning to read.

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(William Van Cleave) *Delaware A*

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SYSTEM SUPPORT

(TARGET AUDIENCE: BUILDING ADMINISTRATORS)

2.12 We Facilitated the Reading Tiered Fidelity Inventory (R-TFI), Now What?

(Dr. Kim St. Martin) *Delaware C*

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LEARNING SESSION III

EMERGENT LITERACY

(TARGET AUDIENCE: BIRTH-AGE 5)

3.1 How Early Childhood Teachers Can Foster Language Development

(Dr. David Dickinson) *Franklin D*

This session will introduce principles of language learning and illustrate how they can be activated in classrooms to support language learning. Using video and audience participation, the session will examine how teachers can foster language learning through one-on-one interactions as well as in small and large groups. Methods discussed include artful use of teachable moments and methods we have been developing to teach vocabulary through book reading, games and music.

3.02 Engaging Children with Books Read Aloud

(Debbie Mickey, Early Literacy Specialist, Region 14;

Adrian Stevens, Early Literacy Specialist, Region 11) *Franklin B*

Read-alouds are an excellent way to build children's vocabulary and comprehension skills, to expose children to the concepts of print and to foster a love of reading. This session will explore strategies to ensure that read-alouds effectively address vocabulary, comprehension, and concepts of print while remaining engaging for children.

3.03 Developing Oral Language through Play

(Dr. Lisa Lenhart) *Franklin C*

In the language and literacy domain, vocabulary knowledge and other aspects of oral language are important predictors of a child's later reading comprehension and the foundation of all literacy learning. In this session, which is geared towards those who work with children birth-age 5, we will explore how teachers can support young children's oral language development and comprehension through mature, dramatic play using the say-tell-do-play procedure.

EARLY/CONVENTIONAL LITERACY

(TARGET AUDIENCE: KINDERGARTEN-GRADE 5)

3.04 Guiding Students' Text Comprehension

(Dr. Mary Dahlgren) *Delaware B*

Fluency plays a role in comprehension allowing the reader to access the meaning of written words. In this session, we will discuss the different levels of language involved in teaching comprehension from decoding to word meanings, the syntax and construction of sentences and the discourse level.

3.05 Dynamic Vocabulary Instruction

(Dr. Anita Archer) *Taft D*

Teaching vocabulary is important for developing background knowledge and improving comprehension. In this session, participants will understand the components of effective vocabulary instruction. Additionally, participants will be able to describe the steps for designing and teaching a high-quality vocabulary lesson that can be easily used during teacher read alouds and instruction for all subjects. Practice opportunities will be embedded into the session so participants can see how effective vocabulary instruction can be incorporated into their daily lessons.

3.06 You Want Them to Write What?

(Dr. Elizabeth Bridges) *Franklin A*

In this session, participants will look at the ways the kindergarten-grade 2 standards provide the foundations for proficient writing in later elementary grades. Student samples will be used to illustrate developmental writing stages and their connection to Ohio's Learning Standards in English Language Arts and Literacy.

3.07 Digging Deeper into Trauma Informed Reading

(Dr. Steve Dykstra) *Harrison*

We stand face to face with trauma each day. Improving the ways in which we recognize, manage and help with healing leads to better outcomes for our children and communities. Discuss the impact of trauma on children's development, learn about the latest thinking and what we mean by Trauma-Informed Care, and explore the nexus between trauma and education, particularly as it relates to literacy.

ADOLESCENT LITERACY (TARGET AUDIENCE: GRADES 4-12)

3.08 What's with All the Buzz Around Disciplinary Literacy?

(Rachel Lang-Daniels, Adolescent Literacy Specialist, Region 11) *Delaware C*

Disciplinary literacy is based upon the idea that literacy and text are specialized, and even unique across the disciplines. In this session, participants will learn the difference between disciplinary literacy and content area literacy. The session will also focus on the components of disciplinary literacy across specific disciplines.

3.09 Adolescent Literacy: The Principal's Role in Implementing Schoolwide Reading Strategies

(Dr. Mel Riddile) *Taft C*

Years of successful practice and trial-and-error learning in some of the nation's most diverse high schools have taught Dr. Riddile that literacy is the most important and the most difficult initiative to implement in a secondary school. New, more rigorous state standards and assessments, which view literacy as a shared responsibility across all content areas, have resulted in more and more school leaders accepting the fact that literacy must be at least one of their areas of focus. This is especially true for principals in schools with significant numbers of low-income students. This session will present important lessons when implementing a schoolwide literacy initiative.

3.10 Teaching Students to Read Complex Text

(Dr. Tim Shanahan) *Taft AB*

Educators have long been told that students must be taught to read with texts at their instructional levels if they are to succeed. This has led to lots of individual testing, leveled books, book rooms, a surfeit of small group teaching to facilitate different reading levels and restrictions on what students are allowed to read on their own—and no improvement in reading achievement. The state has adopted educational standards requiring students be taught how to read grade level texts. This presentation will demonstrate how teachers can effectively teach students to read complex text.

3.11 Stop Arguing with Me! Developing Argument Writing in Adolescent Learners

(William Van Cleave) *Delaware A*

Students who wish to succeed and advance in school must both understand and write argument (and opinion) text. Standards, as well as instructors at all grade levels, address argument writing with their students. Van Cleave first examines the cognitive demands placed on student writers and then develops a research-based framework into which participants can place student writers and their needs. He looks at standards-based writing developmentally, scaffolding the skills students need most to achieve success in argument writing. He focuses attention on the components of the opinion/argument genre with emphasis placed on rationale for its inclusion in instruction. Participants also explore several overarching strategies for instruction, including gradual release, process writing, isolated skill development and writing in front of students.

SYSTEM SUPPORT

(TARGET AUDIENCE: BUILDING ADMINISTRATORS)

3.12 Removing Barriers for Implementation of Evidence-Based Practices

(Dr. Kim St. Martin) *Delaware D*

This session will outline the most common pitfalls associated with implementing new evidence-based practices to improve literacy outcomes. Possible solutions for addressing the pitfalls will be provided. Participants will be provided with some examples from schools/districts related to how they worked to overcome implementation pitfalls.

LEARNING SESSION IV

EMERGENT LITERACY

(TARGET AUDIENCE: BIRTH-AGE 5)

4.01 How Early Childhood Teachers Can Foster Language Development

(Dr. David Dickinson) *Franklin D*

This session will introduce principles of language learning and illustrate how they can be activated in classrooms to support language learning. Using video and audience participation, the session will examine how teachers can foster language learning through one-on-one interactions as well as in small and large groups. Methods discussed include artful use of teachable moments and methods we have been developing to teach vocabulary through book reading, games and music.

4.02 Engaging Children with Books Read Aloud

(Beth Rice, Early Literacy Specialist, Region 15) *Franklin B*

Read-alouds are an excellent way to build children's vocabulary and comprehension skills, to expose children to the concepts of print and to foster a love of reading. This session will explore strategies to ensure that read-alouds effectively address vocabulary, comprehension, and concepts of print while remaining engaging for children.

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(Dr. Lisa Lenhart) *Franklin C*

In the language and literacy domain, vocabulary knowledge and other aspects of oral language are important predictors of a child's later reading comprehension and the foundation of all literacy learning. In this session, which is geared towards those who work with children birth-age 5, we will explore how teachers can support young children's oral language development and comprehension through mature, dramatic play using the say-tell-do-play procedure.

EARLY/CONVENTIONAL LITERACY

(TARGET AUDIENCE: KINDERGARTEN-GRADE 5)

4.04 Guiding Students' Text Comprehension

(Dr. Mary Dahlgren) *Delaware A*

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ADOLESCENT LITERACY (TARGET AUDIENCE: GRADES 4-12)

4.08 What's with All the Buzz Around Disciplinary Literacy?

(Roger Howard, Adolescent Literacy Specialist, Region 3) *Delaware C*

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(William Van Cleave) *Delaware B*

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SYSTEM SUPPORT

(TARGET AUDIENCE: BUILDING ADMINISTRATORS)

4.12 Removing Barriers for Implementation of Evidence-Based Practices

(Dr. Kim St. Martin) *Taft AB*

This session will outline the most common pitfalls associated with implementing new evidence-based practices to improve literacy outcomes. Possible solutions for addressing the pitfalls will be provided. Participants will be provided with some examples from schools/districts related to how they worked to overcome implementation pitfalls.



PRESENTERS

Dr. Anita Archer

(Keynote; 1.9/2.9 Intervening with Older Students; 3.5/4.5 Dynamic Vocabulary Instruction)

Dr. Anita Archer serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards. Dr. Archer has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous curriculum materials with Dr. Mary Gleason including the REWARDS reading and writing intervention programs (Voyager/Sopris Learning). Dr. Archer co-authored a best-selling textbook on explicit instruction with Dr. Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching* (Guilford, 2011). Currently, she is providing training on Explicit Instruction in the United States, Australia, and Canada, having presented in all 50 states over the course of her 52-year career in Education.

Dr. Elizabeth Bridges

(3.6/4.6 You Want them to Write What?)

Elizabeth Bridges is an English Language Arts Program Specialist in the Office of Learning and Instructional Strategies at the Ohio Department of Education. She is a former elementary classroom teacher, college professor and a lover of all things related to literacy.

Mary Brooks

(2.5 Decodable and Leveled Readers: Matching Text Types to Student Needs)

Mary Brooks has a Masters' Degree in Special Education, a literacy endorsement and an Administrative Specialist license. She has 30 years of teaching experience in both special education and elementary general education. She has served as a literacy consultant for SST Region 10 for ten years.

Cheryl Byrne

(1.10 Advanced Word Study: Incorporating Word Recognition in the Intermediate Classroom)

Cheryl is a Regional Early Literacy Specialist at State Support Team 7 in Mansfield. She has a passion for learning and a goal that instructional leaders and educators attain the knowledge they need to support all children to be readers and life-long learners! Cheryl has 30+ years of experience in the field of education and loves spending time with family, friends, and books!



Dr. Mary Dahlgren

(1.4/2.4 Understanding the How and Why of Sound Walls; 3.4/4.4 Guiding Students' Text Comprehension)

Mary E. Dahlgren, Ed. D., is a national literacy consultant from Oklahoma City, Oklahoma. Dr. Dahlgren's longstanding interests have centered on providing professional development for early childhood and elementary education teachers. She provides training in the science of beginning reading on how to provide the best first instruction or specify the correct intervention for struggling readers. Her current work involves coaching teachers and administrators with the goal for all to learn to deliver high quality literacy instruction using explicit and systematic teaching. Dr. Dahlgren's most recent publication is a phonological awareness and articulation program, Kid Lips. This program includes a special emphasis on Spanish speakers and the teaching of English phonemes. Her other publications emphasize the teaching of the relationship of graphemes to phonemes and the common conventions of orthography. She is also the author of Phoneme/Grapheme Cards which provide a quick reference and the explanation behind common phonics patterns in the English language.

Dr. David Dickinson

(1.3/2.3 The Power of Language: Nourishing Development of the Whole Child; 3.1/4.1 How Early Childhood Teachers Can Foster Language Development)

Professor Dickinson is the Margaret Cowan Chair in the Department of Teaching and Learning and the Associate Dean for Research and Strategic Initiatives of Peabody College. After graduating from Oberlin College, he taught elementary school for five years. While teaching African-American children from working class homes, he became interested in the role of language in literacy. He pursued that interest as he worked on his doctorate at Harvard's Graduate School of Education.

Throughout his career Dickinson has advocated for increasing the intellectual challenge of preschool classrooms, identifying the pervasive impact of language on literacy development, and recognizing the complexity of the challenges associated with changing teaching practice in ways that result in enhanced learning. He has authored over 120 articles and chapters, co-authored *Beginning Literacy with Language*, co-edited six books including three volumes of the *Handbook of Early Literacy*, and co-authored *Opening the World of Learning*, a widely used preschool curriculum. While working at Education Development Center (ED), he was part of the team that created the Early Childhood Generalist examination for the National Board for Professional Teaching Standards (NBPTS), the first successfully launched certificate. For five years at Vanderbilt he led a team that developed a demonstration preschool in Abu Dhabi and assisted in the development of a Cycle One primary grade school. [Click here for a video about this.](#)



Dr. Steven Dykstra

(Keynote; 3.7/4.7 Digging Deeper into Trauma Informed Reading Instruction)

Dr. Steven Dykstra is a psychologist with almost 30 years experience working with the most challenging and complex cases. With experience in traditional as well as non-traditional settings, he has evaluated and worked with many thousands of children, and consulted for hundreds of others. He provides training to schools, clinicians, police officers, and others in a style that hopes to be both entertaining and meaningful. Somewhere along the way he stumbled into the world of reading and literacy and is now well known for his postings on SpellTalk, presentations at conferences around the country, and particularly his bold metaphors and style. At the core of every presentation, every posting, regardless of topic, is a passion for children and the legions who love and support them; teachers, parents, and anyone else who knows that the business of America is not business, it's children, and we need to be about that business in the best ways we know how.

Michelle Elia

(1.7 Teaching Sight Words According to Science)

Michelle Elia has served students in Ohio as an intervention specialist, special education consultant, and Regional Early Literacy Specialist. She is currently an Ohio Literacy Lead, a role that allows her to work with district administrators, teachers, and students across the state. She provides professional development and coaches teachers in evidence-based instructional practices (aligned with the science of reading, PBIS, UDL, brain research, and differentiated instruction) to engage ALL students in the learning process. She also coaches district and building leaders in systems to support their school-wide reading model. Michelle serves as a board member of the International Dyslexia Association Northern Ohio, is a member of the Infohio Literacy Task Force and Ohio's What Matters Now Network, and works as an adjunct professor at both Youngstown State University and Walsh University.

Elizabeth Fessel

(2.7 Teaching Sight Words According to Science)

Elizabeth Fessel is a Regional Early Literacy Specialist for State Support Team Region 13 serving Butler, Clermont, Hamilton, and Warren counties. Prior to joining the State Support Team, she held a variety of positions including Classroom Teacher, Intervention Specialist, Instructional Coach, and Elementary Assistant Principal. Elizabeth was recognized for her contributions in the classroom as a past honoree of the Battelle for Kids Celebrate Teaching Distinguished Educator Award. She earned a Bachelor of Science in Education degree from Miami University, a Master of Education degree from Xavier University, and a Master of Arts in School Leadership from Concordia University Chicago where she is currently continuing her education.



Debbie Hartwig

(2.10 Advanced Word Study: Incorporating Word Recognition in the Intermediate Classroom)

Debbie Hartwig is a Regional Early Literacy Specialist for State Support Team Region 9. Prior to joining the State Support Team 9, her educational experiences included special education, general education, National Board Certification as a Middle Childhood Generalist, school counselor, and Lead Science Teacher. Debbie is a member of the International Dyslexia Association of Northern Ohio. Her dedication to Ohio's Early Literacy Pilot and to regional Striving Reader Grant Districts is fueled by her goal to teach and coach equitable systems, and science-based reading research so ALL students have access to high quality instruction and learn to read.

Roger Howard

(3.8/4.8 What's with all the Buzz Around Disciplinary Literacy?)

Roger Howard is an Adolescent Specialist for State Support Team Region 3 at the Educational Service Center (ESC) of Northeast Ohio. He brings 34 years of secondary education/leadership experience to the role (23 in administration, 11 in classroom). Prior to joining the ESC in 2017, Roger served the Independence Local Schools for 11 years in the capacities of Director of Curriculum & Instruction and Principal of Independence High School. As director, he facilitated district implementation of multiple state mandates and initiatives including new academic content standards, assessments, evaluation systems, and related policies. As principal, Roger facilitated a dramatic increase in Advanced Placement offerings, participation and passage rates. He was honored as the 2011 Ohio High School Principal of the Year by the Ohio Association of Secondary School Administrators, and served on the OASSA Board of Directors from 2014-2018. Before embarking on his administrative career, Roger taught at Tallmadge High School for 10 years while also leading their softball program to four state championships and two state runner-up finishes in nine years as a head coach. Roger began his professional career as a residential child-care counselor at Parmadale Youth Care Village.

Laura Jones

(2.5 Decodable and Leveled Readers: Matching Text Types to Student Needs)

Laura Jones has a Master's Degree in Early Childhood Education and in Educational Leadership along with a reading endorsement. She has worked with the Region 10 State Support Team for 9 years providing professional development and coaching in early literacy, early learning and school readiness, and school improvement.

Pam Kennedy

(2.7 Teaching Sight Words According to Science)



Dr. David Kilpatrick

(1.8/2.8 Understanding the Role of Phonemic Proficiency in Boosting Reading Skills in Struggling Readers)

David A. Kilpatrick, PhD is a professor of psychology for the State University of New York, College at Cortland. He is a New York State certified school psychologist with 28 years experience in schools. He has been teaching courses in learning disabilities and educational psychology since 1994. David is a reading researcher and the author of two books on reading, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success*, and co-editor of a third, *The Science of Reading Development and Reading Difficulties: Bridging the Gap Between Research and Practice* (Spring 2019).

Rachel Lang-Daniels

(3.8/4.8 What's with all the Buzz Around Disciplinary Literacy?)

Situated at the Educational Service Center of Central Ohio in State Support Team Region 11, Rachel Lang-Daniels currently serves as Adolescent Literacy Specialist, one of two in the State, supporting ODE's Literacy Unit and the Striving Readers Comprehensive Literacy Grant. After nearly 10 years of classroom practice across the 7th-12th grade span in English Language Arts, Lang-Daniels joined the ESCCO as a Literacy Consultant. From OIP and the rollout of standards to instructional coaching and literacy practices, she has been leading professional development across Central Ohio for 10 years.

Dr. Lisa Lenhart

(3.3/4.3 Developing Oral Language through Play)

Dr. Lisa Lenhart, a professor in the LeBron James Family Foundation College of Education at the University of Akron, has served as the Center for Literacy's Director for over a decade. Dr. Lenhart teaches both undergraduate and graduate classes in literacy education and has worked in early childhood classrooms. Dr. Lenhart has co-authored articles, chapters books, including *Oral Language and Literacy in the Pre-school: Talking, Reading & Writing*, part of the International Literacy Association's *Preschool Literacy Collection*.



Colleen Longo

(1.5 Decodable and Leveled Readers: Matching Text Types to Student Needs)

Colleen Longo is the Regional Early Literacy Specialist for State Support Team (SST) Region 3 at the Educational Service Center (ESC) of Northeast Ohio. Colleen's primary responsibilities include coaching and professional development with teachers, specialists, principals and district leaders as they implement Ohio's Plan to Raise Literacy Achievement. Prior to joining the State Support Team Region 3, Colleen served for 10 years as an elementary school principal at Boulevard Elementary School in the Shaker Heights City Schools and she worked for 22 years in the Mentor Public Schools. While in Mentor, Colleen served as an elementary school principal, the K-12 English Language Arts Curriculum Coordinator and she taught first and fifth grades. Colleen brings 36 years of educational experience as a teacher, principal, staff developer, and university adjunct professor to her role at the SST. Colleen completed coursework for her Master's degree in Reading at Ashland University and her Master's degree in Organizational Development and Analysis from the Weatherhead School of Management at Case Western Reserve University. Colleen is passionate about literacy education, professional growth and supporting the learning of others.

Lorie Lubman

(1.1 Phonological Awareness Development in Emergent Readers)

Lorie Lubman, M.Ed., serves as the Regional Early Literacy Specialist for State Support Team Region 5 serving the four counties of Ashtabula, Trumbull, Mahoning and Columbiana. Previously, Lubman was a Literacy Consultant and Coach, Teacher, Childhood Developmental Director and Administrator and Head Start Home Visitor Teacher. Lorie received a Bachelor of Science in Education degree from Edinboro University of Pennsylvania and a Master of Science in Education and Reading Endorsement from Lake Erie College and currently is continuing her educational journey at Walsh University.

Dr. Kimberly St. Martin

(1.12/2.12 We facilitated the Reading Tiered Fidelity Inventory (R-TFI), Now What?; 3.12/4.12 Removing Barriers for Implementation of Evidence-Based Practices)

Dr. Kimberly St. Martin currently serves as the Assistant Director of Michigan's Integrated Behavior Learning Support Initiative (MIBLSI) and Co-Director of the MIBLSI Promoting Adolescent Reading Success (PARS) Project. Prior to her current appointment, Dr. St. Martin was a school administrator and teacher with experience in urban, urban-fringe, and rural school districts. She works regularly with states, Regional Education Agencies (REAs), and districts across the country to assist them in the successful use of an implementation infrastructure that can scale the components of an integrated behavior and reading Multi-Tiered System of Support (MTSS) model. Dr. St. Martin is



the lead author of the Reading Tiered Fidelity Inventory (R-TFI) Elementary and Secondary Editions; measures designed to assist elementary and secondary school teams in the installation and on-going use of the reading components of an MTSS model. In addition, she has collaborated with the National Implementation Research Network (NIRN) in the development of implementation capacity assessments at the regional and local district levels that are available for national use. Dr. St. Martin's most recent work is on the installation and use of a Coaching System for state-wide MTSS technical assistance to ensure staff either using or supporting the use of Effective Innovations can do so with the appropriate knowledge, skills, and abilities.

Debbie Mickey

(3.2 Engaging Children with Books Read Aloud)

Debbie Mickey is the Early Literacy Specialist for State Support Region 14. She has served as an Early Literacy Specialist for 8 years in other state literacy projects and has worked with Head Start and other early care and education entities for over 20 years. Debbie holds a Master of Arts degree in Education and a Bachelor of Science in Elementary Education. She has been married for 40 years, has 2 married sons and 3 grandchildren.

Dr. Diana Morello-DeSario

(2.2 Developing an Awareness of Print in Young Children)

Over the past 20 years, Diana has worked as teacher, administrator, coach and consultant in both public education, non-profit organizations and private education. She has been an early learning educator and advocate for most of her career and has designed her education and experiences intentionally to span the cultures between birth to 5 and school-age programming and leadership. Currently, Diana is the Regional Early Literacy Specialist for State Support Team Region 12. Diana holds a Doctorate Degree in Educational Leadership from Duquesne University Pittsburgh, Master of Arts in Early Learning from Concordia University St. Paul, Literacy Specialist and Reading Endorsement from Ohio as well as Principal and Teacher License.



Nancy Osko

(2.1 Phonological Awareness Development in Emergent Readers)

Nancy Osko, M.Ed. is a Regional Early Literacy Specialist (RELS) with the State Support Team, Region 2. Her career in education began teaching abroad at an International School where she taught students from all around the world. Upon returning, she has worked in Nevada and Texas before coming back to her native Ohio. These experiences allowed her to gain in-depth knowledge in working with culturally diverse learners. Throughout her career, she has held a variety of positions including Classroom Teacher, Elementary Literacy Technologist, Elementary Principal, and College Adjunct Instructor. Nancy is currently providing technical assistance and professional development around Ohio's State Systemic Improvement Plan (SSIP) Language and Literacy Project.

Beth Rice

(4.2 Engaging Children with Books Read Aloud)

Beth Rice is in her third year as the Regional Early Literacy Specialist for State Support Team Region 15. She has served as a Kindergarten teacher, Speech/Language Pathologist, principal and school improvement facilitator in both private and public education for 37 years. Beth holds a Master of Arts degree in Educational Administration from the University of Hawaii and a Bachelor of Science degree in Special Education from the University of Kentucky. She has two daughters and two grandchildren named Max and Lydee.

Dr. Mel Riddle

(3.9/4.9 Adolescent Literacy: The Principal's Role in Implementing School-Wide Reading Strategies)

Angie Schaal

(2.1 Phonological Awareness Development in Emergent Readers)

Angie Schaal, Ed.S., is a Regional Early Literacy Specialist (RELS) and Educational Consultant with the State Support Team, Region 1. Her 18-year career in education has included a variety of roles including first grade teacher, reading intervention specialist, elementary principal, university instructor, consultant and coach. She is passionate about empowering and supporting educators by providing quality professional development, training and coaching that positively impacts student literacy achievement.

Dr. Timothy Shanahan

(3.10/4.10 Teaching Students to Read Complex Text)

Timothy Shanahan is Distinguished Professor Emeritus at the University of Illinois at Chicago where he was Founding Director of the UIC Center for Literacy. Previously, he was director of reading for the Chicago Public Schools. He is author or editor of more than 200 publications on literacy education. Professor Shanahan is past president of the International Literacy Association. He served on the Advisory Board of the National Institute for Literacy under



Presidents George W. Bush and Barack Obama. He took a leadership role on the National Reading Panel and chaired two other federal research review panels: the National Literacy Panel for Language Minority Children and Youth, and the National Early Literacy Panel, and helped author the Common Core State Standards. Shanahan received the William S. Gray Citation for Lifetime Achievement and the Albert J. Harris Award for outstanding research on reading disability from the International Reading Association (IRA), and the P. David Pearson Award for Scholarly Influence from the Literacy Research Association. He was inducted to the Reading Hall of Fame in 2007, and is a former first-grade teacher. For more information, visit his blog: www.shanahanonliteracy.com

Margo Shipp

(1.6 Creating a Reading Profile Using Universal Screeners and Diagnostic Assessment)

Margo Shipp graduated with a Bachelor of Science degree in elementary education (1-8) from Ohio University. She attained a Master of Arts degree in language, literacy and culture (specialized in reading) from The Ohio State University. She currently holds K-12 Reading and Literacy Specialist Endorsements. For 13 years she taught at the elementary level. Margo was also a district wide Literacy Coordinator for 5 years. At the State Support Team, she holds the position of Regional Early Literacy Specialist. In her role she works with districts to improve student outcomes in literacy. Margo has been with SST 6 since August of 2007.

Adrian Stevens

(3.2 Engaging Children with Books Read Aloud)

Adrian Stevens is a regional early literacy specialist for the Region 11 State Support Team in Ohio. She earned her education specialist degree in reading and literacy education from the University of Virginia. Throughout her twenty-two-year career in education, she has taught students from preschool through twelfth grade. She also has fifteen years working with teachers through professional development and training in such areas as current technology and best evidence-based strategies/tools related to teaching and learning.



Carolyn Turner

(2.6 Creating a Reading Profile Using Universal Screeners and Diagnostic Assessment)

Carolyn Turner graduated with a Bachelor of Science degree in elementary education (K-8) from Miami University. While earning her K-12 Reading Endorsement she attained a Master of Arts degree in reading from Kent State University and holds Master of Arts degree in Administration from The University of Cincinnati. For 20 years she taught at the elementary level as a 3rd, 5th, and Title 1 instructor. Carolyn previously worked in her State Support Team as a Regional Early Literacy Specialist and School Improvement Consultant. She is currently one of two Ohio Literacy Leads and works with districts to implement their Striving Reader grants, provide trainings on evidence based practices, and support districts through a peer coaching model. Carolyn has been with SST 13 since August 2014.

William Van Cleave

(1.11/2.11 Word Smarts: Using Morphology (Bases & Affixes) to Develop Vocabulary Skills;

3.11/4.11 Stop Arguing With Me! Developing Argument Writing in Adolescent Learners)

William Van Cleave is in private practice as an educational consultant whose specialties include morphology and written expression. An internationally recognized speaker with an interactive, hands-on presentation style, William has presented on effective teaching practices at conferences and schools both in the United States and abroad since 1995. Recent projects include consulting with three schools as part of a literacy grant in Montana; participating on the MTSS Writing Standards Committee for the State of Pennsylvania; implementing several Trainer of Trainers projects using his sentence structure approach; and writing a series of workbooks and a companion book on developing composition skills to complement his sentence approach. The author of three books, including *Writing Matters* and *Everything You Want To Know & Exactly Where to Find It*, as well as a number of educational tools and activities, William has served as a classroom teacher, tutor, and administrator in the private school arena at various points in his career.

Stephanie VanDyke

(1.2 Developing an Awareness of Print in Young Children)

Stephanie has been in the public education setting for the past 14 years, serving as a teacher, administrator and coach. She has licensures in Early Childhood Education, Early Childhood Intervention, Reading and Elementary Mathematics. Stephanie currently serves as the Regional Early Literacy Specialist for State Support Team 8, a branch of the Ohio Department of Education. Stephanie's current work includes supporting Ohio's Early Literacy plan, which is aimed at leveraging resources, such as parent partnerships, teacher capacity, and state systems of support, over the next several years to achieve high student results for all learners.



Margaret Watson

(1.5 Decodable and Leveled Readers: Matching Text Types to Student Needs)

Margaret Watson is a graduate of BGSU and Ashland Universities. She was an elementary classroom teacher for 15 years. She then moved on to become a building principal for 8 years where her school was named a School of Promise and received The Harvard Leadership Award. Margaret became the Assistant Superintendent for Mentor Public Schools and was the proud co-author for the Straight A Grant where the district was awarded 12 million dollars. Currently, she is a consultant for the State Support Team 3.





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